

Governors State University OPUS Open Portal to University Scholarship

All Capstone Projects


Student Capstone Projects

Summer 2016

Co-Teaching: How do Teachers Rate Barriers to Effective Co-Teaching?

Christopher Ratcliff
Governors State University

Follow this and additional works at: <http://opus.govst.edu/capstones>

 Part of the [Curriculum and Instruction Commons](#), and the [Special Education and Teaching Commons](#)

Recommended Citation

Ratcliff, Christopher, "Co-Teaching: How do Teachers Rate Barriers to Effective Co-Teaching?" (2016). *All Capstone Projects*. Paper 227.

For more information about the academic degree, extended learning, and certificate programs of Governors State University, go to http://www.govst.edu/Academics/Degree_Programs_and_Certifications/

Visit the [Governors State Multicategorical Special Education Department](#)

This Project Summary is brought to you for free and open access by the Student Capstone Projects at OPUS Open Portal to University Scholarship. It has been accepted for inclusion in All Capstone Projects by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact opus@govst.edu.

Acknowledgements

First, I would like to thank my family and friends for all their support. Next, I would like to thank my peer committee, Mary, Kierra, Dani, and Kara for all the support you have provided me with this project and throughout the program. I want to thank professor Bierdz for providing a unique and very in-depth understanding of special education. I want to give a special thanks to Dr. Boudreau for providing a wealth of knowledge and insight about the field of special education and for being our greatest advocate in the program. Thank you for the selfless sacrifices of your time and efforts to make sure that we are successful in the program. Lastly, I want to thank the entire Department of Education and my fellow classmates at Governors State University who supported me throughout this process.

Dedication

This project is dedicated to the memory of my late grandmother Carolyn Ratcliff. She instilled in me at an early age a love for education and learning. She also inspired me to continue moving forward despite the many setbacks. I was fortunate to have her support and many sacrifices over the years. I can honestly say, I would not be here if it were not for that love and support. I am eternally grateful!

Co-teaching	iii
-------------	-----

Table of Contents

Acknowledgements	i
Dedication	ii
Table of Contents	iii
List of tables	iv
List of figures	v
Title Page	1
Abstract	vi
Chapter I: Introduction	2
Statement of the Problem	3
Purpose of the Study	4
Questions of the Study	4
Limitations of the Study	4
Significance of the Study	4
Definition of Terms	5
Chapter Summary	7
Chapter II: Literature Review	8
Special Education History	10
Legislation	11
Individuals with Disabilities Education Act	11

	iii
Co-teaching	
Section 504 of the Rehabilitation Act	12
Least Restrictive Environment	13
Landmark Court Cases	14
P.A.R.C v. Commonwealth of Pennsylvania (1972)	14
Mills v. Board of Education (1972)	15
Rowley v. Board of Education (1982)	15
Corey H. Summary	16
Co-teaching Research	17
Successful Co-teaching Programs	18
Administrative Support	19
Teacher Preparation	20
Planning Time	20
Content Mastery	21
Compatibility	22
Co-teaching Benefits	22
Co-Teaching Barriers	23
Chapter Summary	23
Chapter III: Methodology	25
Participants	25

	iii
Co-teaching	
Instrumentation	25
Procedure	26
Data Collection	26
Data Analysis	26
Chapter Summary	27
Chapter IV: Results	28
Demographics	28
Teachers` Perceptions	29
Implementation	30
Planning Hours	31
Planning Times	31
Co-teaching Styles	32
Co-teaching Barriers	32
Chapter Summary	34
Chapter V: Discussion and Conclusion	35
Discussion	35
Conclusions	38
Recommendations for further research	38
Summary	39
References	40

Co-teaching	iii
Appendix A: Survey	45
Appendix B: CITI Report	48

List of Tables

Table 1. Six Approaches to Co-teaching	9
Table 2. 13 Categories of IDEA and the Percentage Served	12
Table 3. Demographics	29
Table 4. Implementation	30
Table 5. Rated perceptions	33

List of Figures

Figure 1. Deno`s Cascade of Special Education Services	14
Figure 2. Survey Question 9: Planning hours	31
Figure 3. Survey Question 10: Planning times	31
Figure 4. Survey Question 15: Co-teaching style	32
Figure 5. Survey Question 16: Co-teaching Barriers	33

CO-TEACHING:
HOW DO TEACHERS RATE BARRIERS TO EFFECTIVE CO-TEACHING?

Christopher Ratcliff

Prepared in partial fulfillment for the requirements of the Masters of Arts Degree in
Multicategorical Special Education
Governors State University
August 2016

Abstract

Students with disabilities are increasingly more present in high school general education class due to the pressures from federal legislation and disability advocates (Walter-Thomas, 1997). In response, co-teaching model are being implemented by many school districts within the United States. The purpose of the study was to examine how teachers rate the effectiveness of co-teaching and the barriers to success. The study reflected a quantitative, descriptive approach using a survey design (Gay, Mills & Airasian, 2012). A 20 item questionnaire was used to collect data on the perceptions of the participants. The participants for this study included professionals in the field of education, specifically teachers from both general education and special education. The participants included male and female professionals with varying levels of education and experience in education. Participants agreed with the literature indicating that (a) planning time, (b) training, (c) administrative support, and (d) compatibility issues were some of the most common barriers to effective co-teaching.

Keywords: Collaboration, compatibility, barriers, effective, perceptions

Chapter I

Introduction

The Education for All Handicapped Children Act of 1975 revised as The Individuals with Disabilities in Education Act (IDEA) of 1997 and 2004, mandated that all students with disabilities be provided a free appropriate public education (FAPE) within the least restrictive environment (LRE; IDEA, 2004). Another federal mandate, "No Child Left Behind" (NCLB, 2001) required that all students have access to highly qualified teachers. Under NCLB, a highly qualified teacher must meet federal and state standards of proficiency for certification in their content area. In addition, NCLB requires students with disabilities in secondary general education classrooms meet the same academic standards as their non-disabled peers. According to Voltz, Elliott, and Cobb (1994), "Collaboration among general education and special education teachers is an imperative to the success of learners with disabilities educated in mainstream classrooms" (p. 527). One model that has expanded in recent years is cooperative teaching or co-teaching for short. Bauwens, Hourcade, and Friend (1989) have defined cooperative teaching as

An educational approach in which general and special educators work in a coactive and coordinated fashion to jointly teach heterogeneous groups of students in educationally integrated settings (i.e., general classrooms). In cooperative teaching, both general and special education teachers are simultaneously present in the general classroom, maintaining joint responsibilities for specified education instruction that is to occur within that setting. (p. 18)

Although co-teaching has had success in schools, it has presented some teachers with problems over the years. Bauwens and Hourcade (1991) discussed four considerations for

Co-teaching

successful implementation of a cooperative teaching program. The first is a philosophical consideration. They noted the role and importance of the unity between general education and special education teacher`s core beliefs about students and schools. Second, they mentioned the theoretical considerations, which deal primarily with the unique and specific skills each teacher brings to the table. Third, they discussed how each teacher has to narrow his or her planning focus to utilize their skills effectively. Fourth, they give a list of procedural consideration that should be implemented for successful outcomes. Among them are (a) scheduling, (b) planning together, (c) classroom management, (d) rules, and (e) grading procedures.

Statement of the problem

The current push for students with disabilities to be educated in general classes has caused many districts to change their special education service delivery (Walter-Thomas, 1997). Furthermore, since the 1980s, there has been an increase in the percentage of students who receive special education services using the co-teaching framework (Weiss & Lloyd, 2003). The problem identified in the literature involves (a) a lack of teacher training, (b) limited school support, and (c) lack of planning time (Scott, 1998; Walther-Thomas, 1997). In addition, co-teaching in the secondary classroom presents several challenges. According to Dieker (2001) many special education teachers in the secondary classroom reported that their role is no more than a teaching assistant. Dieker suggested that this was the case because most special education teacher preparation programs focus on differentiated teaching strategies rather than content knowledge in a specific subject area. He concluded that many general education co-teachers, who are also the content specialist, do not feel comfortable allowing the special education teacher to lead their class instruction.

Purpose of the Study

The purpose of the study was to examine teachers' perceptions of the effectiveness of the co-teaching and examine the perceived barriers to success. In examining the responses of teachers, this study reviewed the literature on co-teaching success, problems, and barriers to success. This research may be used to increase and highlight the problems, barriers, and needs for effective co-teaching programs and add to the body of research in this area.

Research Questions

This study examined the following questions:

1. How do teachers rate the effectiveness of the co-teaching program at their school?
2. How do teachers rate the barriers to co-teaching at their school?

Limitations of the Study

There were several limitations to this study. First, the size of the sample was small. The study was limited to teachers at the south suburban community high school. The study was also limited to the time constraint of a graduate seminar, which is only a one semester course at Governors State University. Lastly, the perceptions and attitudes were measured by a self-report survey, rather than direct observation.

Significance of the Study

Since more and more students with disabilities are placed in general education classes to be educated, schools are increasing their use of the co-teaching model (Dyke, Sundbye, & Pemberton, 1997). Despite the benefits of co-teaching, some teachers still have problems in these classrooms as well as face other barriers to success (Walther-Thomas, 1997). This study will examine those barriers to effective co-teaching, which can open the door for effective solutions.

Definition of Terms

Alternative teaching. According Friend and Cook, alternative teaching is a style of teaching where one teacher works with most students while the other works with a small group for remediation, enrichment, assessment, pre teaching, or another purpose (Friend & Cook, 2000).

Collaboration. According to Friend and Cook, collaboration is "a style of direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal" (Friend & Cook, 2000, p. 6).

Consultation. According to Friend and Cook, consultation is "a process for delivery of services to pupils through teachers and other school personnel in which professionals give their expertise to classroom teachers to enable them to resolve the social, emotional, and learning problems of children who need help" (Friend & Cook, 2002, p. 72).

Cooperative Teaching. An educational approach in which general and special educators work in a coactive and coordinated fashion to jointly teach heterogeneous groups of students in educationally integrated settings (Bauwens, Hourcade, and Friend, 1989).

Free Appropriate Public Education. A provision of the IDEA law that entitles students with disabilities to the same standard of education as their non-disabled peers at no cost to the family of the student at any public school. Services must also be in conformity to the Individualized Education Program (Coughlin, 2002).

Inclusion. According to Coughlin, inclusion is the policy of placing students with disabilities of all ranges and types in general education classrooms with appropriate services and supports provided primarily in that context (Coughlin, 2000).

Co-teaching

Individuals with Disabilities in Education Act (IDEA). The Individuals with Disabilities Education Act (IDEA) is the federal law that ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living (U.S. Department of Education, 2010).

Individualized Education Program (IEP). According to Coughlin, an IEP is a written document for each child with a disability that is developed, reviewed, and revised by a team of educational service providers (Coughlin, 2000, p. 35).

Least Restrictive Environment (LRE). "The federal government's presumption that students with disabilities will be educated alongside their nondisabled peers in the regular classroom setting unless otherwise documented as to why the placement is not in the best interest of the disabled student" (Coughlin, 2000, p. 37).

Pullout. According to Friend and Cook, pullout is a special education procedure whereby students are removed from general education classrooms in order to receive specialized instruction (Friend & Cook, 2000).

No Child Left Behind (NCLB). A United States Act of Congress that reauthorized the Elementary and Secondary Education Act; NCLB supported standards-based education reform based on the premise that setting high standards and establishing measurable goals could improve individual outcomes in education (U.S. Department of Education, 2004).

Chapter Summary

Educating students with disabilities in general education classes under the co-teaching model seems to present great opportunities for students and teachers as well as some unexpected complexities and concerns. Special education teachers are faced with meeting the demands of a

Co-teaching

curriculum based on a content area in which they may not have sufficient training. They also have to meet the demands created by NCLB and similar laws that place emphasis on high stakes testing.

General education teachers are also under great pressure to educate student with disabilities with limited training in adaptive instruction. It seems reasonable that both the special education teacher and general education teacher can benefit from a collaborative relationship that fosters support for each teacher's respective weaknesses. The literature review will discuss effective implementation strategies for co-teaching, common concerns of both special education teachers and general education teachers about co-teaching, and what administrative supports teacher feel are necessary to help produce the best outcomes for the co-teaching environment.

Chapter II

Review of Literature

Bessette (2008) considers co-teaching to be “one of the most popular service delivery models for increasing instructional equity for students with disabilities in heterogeneous classrooms” (p. 1376). A broad effort has been launched to reduce the stigma of disability labels and segregation from regular education curricula (Graden & Bauer, 1992). Furthermore, it appears teachers across the education spectrum are concerned about the changes and mandates in education prompted by legislation such as The Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) to educate students with disabilities in the least restrictive environment (LRE). There seems to be some disagreement in education across state lines on the correct interpretation of LRE. Both IDEA (2004) and NCLB (2002), now called the Every Student Succeeds Act (ESSA) of 2015, require that curriculum for special education be more closely aligned to the general education curriculum. Furthermore, these laws require teachers to be highly qualified in all classrooms where core classes are taught (IDEA, 2004; NCLB, 2002).

Definition of Co-teaching

Co-teaching is one service delivery model that is being implemented across the United States to help meet the demands of the federal mandates. According to Bouck (2007), special education and general education teachers working in a single classroom are important as more students with disabilities gain access to the general education curriculum. Since the beginning of the inclusion movement, co-teaching has become the preferred service delivery model to educate diverse learners at the secondary level. According to Keefe and Moore (2004), co-teaching practices at the elementary level, identifying the benefits and challenges are relatively well

Co-teaching

documented. However, research on co-teaching at the secondary level reveal a number of programs for students with disabilities. (Dieker, 2001; Mastropieri & Scruggs, 2001). According to Friend, Cook, Hurley-Chamberlain, and Shamberger (2010), it is important to remember that co-teaching is a partnership between professionals with different levels of expertise and skills.

Table 1 lists the six approaches to co-teaching discussed by Friend et al. (2010).

Table 1:

Six Approaches to Co-teaching

Co-Teaching Approach	Description
One Teach, One Assist	One teacher leads large-group instruction while the other gathers academic, behavioral, or social data on specific students or the class group.
Station Teaching	Instruction is divided into three non-sequential parts and students, divided into three groups, rotate from station to station, being taught by the teachers at two stations and working independently at the third.
Parallel Teaching	The two teachers, each with half the class group, present the same material for fostering instructional differentiation and increasing student participation.
Alternative Teaching	One teacher works with most students while the other works with a small group for remediation, enrichment, assessment, pre teaching, or another purpose.
Team Teaching	Both teachers lead large-group instruction by both lecturing, representing opposing views in a debate, illustrating two ways to solve a problem, and so on.
One Teach, One Assist	One teacher leads instruction while the other circulates among the students offering individual assistance.

Note: Adapted from (Friend et al., 2010, p.12)

Co-teaching

Friend and Cook discussed how the approach used by collaborating teachers can depend on class dynamics and teacher preference, but regardless of the approach used, both professionals must be flexible and committed to working together in order to produce successful outcomes.

Special Education History

Students with disabilities and exceptional learners may have always existed. However, services for these students did not always exist. In the early part of the 19th century, many organizations and government agencies in the United States began developing public institutions for educating individuals with physical and mental illness, and for reforming criminals. (Dorn, Fuchs, & Fuchs, 1996). In the landmark case of 1954, *Brown v. Board of Education*, the Supreme Court ruled that separate is not equal, which had a profound impact on breaking down the discriminatory policies toward blacks and other ethnic groups (Ferri, 2005). Prior to the 1970s, students with disabilities attending public schools were segregated from their general education peers.

According to Ripley (1997), teachers historically worked in isolation, which often meant only one teacher to a classroom. Ripley also stated that as children with disabilities entered the public schools in the 1970s, “they were taught in separate classrooms with their own teachers” (p. 2). According to the US Department of Education (2010), state institutions housed more than 200,000 people with disabilities, but these institutions only provided food, clothing, and shelter; they rarely provided any educational assistance.

Legislative History

Individuals with Disabilities Education Act (IDEA)

According to US Department of Education (2010), “In 1970, U.S. schools educated only one in five children with disabilities, and many states had laws excluding certain students from school, including children who were deaf, blind, emotionally disturbed, or mentally retarded” (p. 3). It is difficult to imagine what life was like for many students with disabilities prior to IDEA and other related special education legislation, yet the article is very clear society had done a poor job of making room for them in US schools. So, what prompted the changes in education that ultimately lead to “The Education for all Handicapped Act”, now called IDEA. It was arguably the efforts of parents and education advocates by way of the courts.

According to the US Department of Education (2016), The Individuals with Disabilities in Education Act (IDEA) was originally passed in 1975 to ensure that children with disabilities have access to a free, appropriate public education. The article states that IDEA mandates that special education and related services be made available to every eligible child with a disability. Disability.gov also reports that special education instruction must be provided to students with disabilities in what is known as the “least restrictive environment” (LRE). It further states that LRE means children with disabilities are educated with children who do not have disabilities, to the maximum extent appropriate within public or private institutions or other care facilities.

According to Understanding Special Education (2009), Special education is a broad term used by the law to describe specially designed instruction that meets the unique needs of a child who has a disability. The article also states that disabilities may range from mild to severe, they can include mental, physical, behavioral and emotional disabilities. Below is a table of the 13

Co-teaching

disability categories covered under IDEA. Table 2 lists the 13 categories of disabilities covered under IDEA as well as the percentage of students with disabilities served.

Table 2:

13 Categories of IDEA and the percentage serve

Category	% Served	Category	% Served
1. Specific Learning Disability	35%	8. Multiple Disability	2%
2. Speech Language Impairment	21%	9. Hearing Impairment	1%
3. Other Health Impairment	13%	10. Orthopedic Impairment	1%
4. Autism	8%	11. Deaf-Blindness	< 0.5%
5. Intellectual Disability	7%	12. Traumatic Brain Injury	< 0.5%
6. Developmental Delay	6%	13. Visual Impairment	< 0.5%
7. Emotional Disturbance	5%		

*Note: Adapted from the National Center for Education Statistics. Deaf Blindness, Traumatic Brain Injury and Visual Impairment are not exact numbers because they equal less the 0.5% of the population served under IDEA. The numbers above are representative of the 2013-2014 school year.

Section 504 of Rehabilitation Act of 1973

According to the U.S Department of Education (2016), Section 504 is a federal law that protects the rights of individuals with disabilities in programs that receive federal financial assistance from the U.S. Department of Education. They describe the act as "No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Para. 2,

Co-teaching

"Introduction"). Shaw and Madaus defines Section 504 as "a civil rights law that prohibits discrimination against individuals with disabilities by entities that receive federal funding" (p.226). They also discussed the responsibility school based professionals have in its implementation. Furthermore, Shaw and Madaus mentioned that Sec 504 `s broad definition of disability has "amplified its importance as students with hidden disabilities such as attention-deficit/hyperactivity disorder" (p. 227).

Least Restrictive Environment (LRE)

The Education for All Handicapped Children Act of 1975, now called IDEA provided students with disabilities a free appropriate public education (FAPE) within the least restrictive environment (LRE; Murphy & Maeda, 2016). The law has been revised several times with its most recent revision in 2004, which is the Individuals with Disabilities Education Improvement Act of 2004. According to Murphy and Maeda, the improvements provided FAPE, LRE, and an Individualized Education Plan (IEP) with related services. Murphy and Maeda discussed that LRE is better understood as a continuum of placement options or continuum of special education services. They also mentioned that the continuum of placement ranged from the least restrictive environment such as the general education classroom, to the most restrictive environment, which is a hospital setting. Below is the Deno Cascade model, which illustrates the continuum of placement with the LRE.

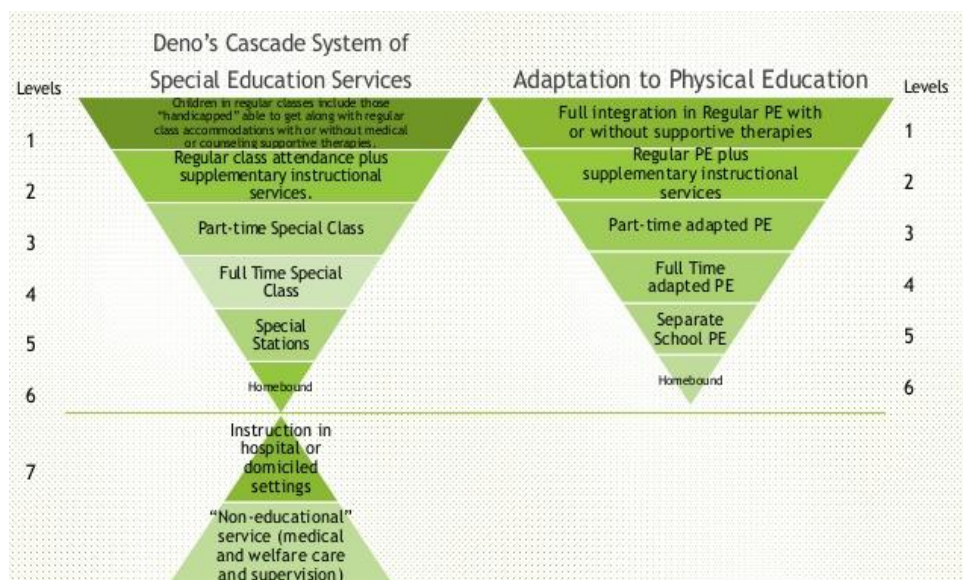


Figure 1: Deno's Cascade of Special Education Services (Slideshare, 2016).

Landmark Court Cases

Brown v. Board of Education arguably provided a legal foundation for parents and disability advocates to press for equal educational opportunities for all children, including those with disabilities (Disability Justice, 2016). However, several other landmark court cases were critical to the progress of special education over the years. Cases such as *Pennsylvania Association for Retarded Children ("P.A.R.C") v. Commonwealth of Pennsylvania* and *Mills v. Board of Education, Board of Education vs. Rowley*, and the *Corey H. Agreement*. There were well over 20 other cases that were important to advancing special education, so this is by no means an exhaustive list.

P.A.R.C v. Commonwealth of Pennsylvania (1972)

In 1971, the attorneys representing the (P.A.R.C.), filed a lawsuit on behalf of several children with disabilities who had been denied access to public education in Pennsylvania under a state law that allowed schools to exclude children who had not reached a mental age of five years by the time they turn eight years old or the first grade. The plaintiffs argued that exclusion

Co-teaching

violated their rights under the Equal Protection clause and the Due Process Clause of the Fourteenth Amendment. The courts reversed the school's ruling and declared that all children, regardless of their disability were entitled to a free appropriate public education (*P.A.R.C v. Commonwealth of Pennsylvania*, 1972).

Mills v. Board of Education (1972)

According to Disability Justice (2016), the *Mills v. Board of Education* lawsuit was brought in 1972 on behalf of seven school-age children who had been denied placement in a public educational program because of mental, behavioral, physical or emotional disabilities. The case used the similar standards as the *P.A.R.C v. Pennsylvania* case citing a violation of the right to Due Process (Disability Justice, 2016). The District of Columbia school district argued that although it had a legal duty to provide a public education to such students, they could not do it because the school district lacked the necessary funds. The courts held that no student can be excluded from receiving a public education based on disability, and that the district cannot cite a lack of funds for services as a legitimate reason (Disability Justice, 2016). It was also stated in the article that both the *PARC* case and *Mills* case were critical cases in establishing parental rights of Due Process and Equal Protection under the 14th Amendment of the Constitution.

Rowley v. Board of Education (1982)

Amy Rowley was eight years old and had been deaf since birth. Her parents believed she needed a sign language interpreter in her classroom to enable her to have the same educational opportunity as her classmates. Amy was approved for an Individualized Education Plan (IEP), which included a list of services, but the parents rejected the program because it did not include an interpreter. The school district decided not to honor the parent's request and their decision was supported by the Commissioner of Education in the District of Columbia. The parents filed a

Co-teaching

lawsuit shortly thereafter (Open Jurist, 2016). After several hearings and reviewing of records, the US District Court found the Amy had been denied a Free and Appropriate Public Education. The courts stated that despite Amy's ability to perform well academically without an interpreter, she still misses a significant amount of information and social interaction occurring in the classroom (Open Jurist, 2016). This significant case helped defined appropriate in Free Appropriate Public Education as it relates to related and supportive services.

Corey H. Summary

On May 22, 1992, the parents of several children with disabilities filed this lawsuit against the Chicago Board of Education and Illinois State Board of Education (ISBE) in the United States District Court (Find Law, 2016). Find Law reported that the parents and children were the plaintiffs, and they claimed that Chicago Public Schools (CPS) failed to provide an adequate education to children with disabilities. They also reported the Plaintiffs allegation that the Illinois State Board was responsible for CPS's district-wide practice of assigning disabled students to schools and classrooms solely according to their disability category. The plaintiff argued such placement directly violated the least restrictive environment (LRE) provision of IDEA. According to Clearinghouse (2012), even when children with disabilities were permitted to attend the same schools as their non-disabled peers, the defendants did not provide the necessary services to succeed in general education classes. Clearinghouse reports that Plaintiffs and the Chicago Board of Education signed an eight year settlement agreement, which required CPS to implement policies to properly educate children with disabilities in the least restrictive environment.

American schools, much like American citizenship were once coveted by many people across the world. Federal mandates such NCLB (now called ESSA) of 2001 signed by President

Co-teaching

Bush and Race to the Top signed by President Obama placed essentially nationalized high stakes testing by tethering it to teacher accountability and school finance (Tanner, 2013). Tanner stated the economic crises of the late 1990s and early 2000s opened the door for “simple minded, inexpensive and perfectly suited to electronic multiple-choice testing for accountability, economy and efficiency” (p. 5). He further stated this test driven culture was a revisiting of the “skill drill kill curriculum” of the early 19th century (p. 5). This means that the focus was on procedures, practice, and often memorization rather than understanding of key concepts. Lastly, he theorized that since teachers and students are measured by scores on national and state tests, it has forced teachers and schools to create a culture of teaching to the test. Unfortunately, it would seem that such a practice has become acceptable in states across the United States.

Co-teaching Research

For years, teachers have worked in classrooms by themselves with the responsibility of teaching their students who come to the classroom with a variety of learning styles and needs. According to Hourcade and Bauwens (2001), “as schools re-examine policies and procedures in light of contemporary challenges, the ‘one teacher responsible for one group of students’ paradigm is coming into question” (p. 243). They stated the education system was flawed in segregating general and special education, and that educating students with learning problems require a joint effort between and special educator and general educators to teach cooperatively in the same classroom. Furthermore, they discussed how there is great instructional potential in having two teachers in one classroom, but they also noted how teachers often are unsure how to best implement the program.

In addition, Hourcade and Bauwens (2001) noted that although more schools are implementing co-teaching programs comprised of general education and special education

Co-teaching

teachers, the practice of waiting for the general education teacher to assign a task, while the special education teacher assist disability labeled students has not changed. They stated the “True collaboration should result in a transformation of curricula and instruction consistent with research-based best practices” (p. 244). Research in teachers’ perceptions of mainstreaming show that there is some reluctance by general education teachers about incorporating students with disabilities into the classrooms, because these teacher did not think they were capable of meeting their needs in these classrooms (Stainback & Stainback, 1984). Yet, in a response to critics about the success of merging special education and regular education classes, Stainback and Stainback (1985), cited several promising studies using adaptive education strategies and cooperative individualized instruction by general education teachers who were optimistic about the success of inclusion and mainstreaming. Their response came a year after they published their article on the success of merging special and general education, and they addressed the concerns of general education teachers who felt they were incapable of meeting the needs of students with disabilities and special education teachers who felt that general education teachers were opposed to inclusion efforts.

Successful Co-teaching Programs

Co-teaching requires direction from administrators who must be willing to listen and learn, and to help overcome obstacles such as class size, scheduling and personnel allocation (Arguelles, Hughes, & Schumm, 2000). According to Dieker and Murawski (2003), special and general education teachers at the secondary level are often confronted with many challenges that revolve around (a) content issues, (b) structure, (c) assessment and accountability, and (c) effective strategies. They discussed content issues as one of the biggest problems for secondary teachers. In addition to content issues, Dieker and Murawski also stated that co-teachers at high

Co-teaching

schools often have structural problems. They defined these structural problems as large class sizes, large caseloads for special education teachers, and lots of paperwork such as IEPs. Dieker and Murawski concluded that successful co-teaching programs required preparation and training for both special education and general education teacher on the roles and responsibilities, collaborative planning and preparation, and training in instructional practice and strategies for diverse learners.

Administrative Support

Administrative support is also important for successful co-teaching programs. According to Bauwens, Hourcade, & Friend (1989), Support from school administrators is essential before and during the implementation of all co-teaching programs. They also stated the collaboration involves commitment by the teachers who will be working together and by their school administrators. They cited the important role principals and administrators play by providing support and resources in the form of planning time, professional development and training opportunities, and providing needed personnel. According to Friend et al. (2010), “high-quality professional development related to co-teaching is urgently needed” (p. 20). In an article on the complexity of collaboration, they discussed the critical role administrator play in implementing a successful co-teaching program. They stated that principals and superintendents have the responsibility to “partner teachers, arrange schedules, common planning time, and resolve dilemmas that arise” (p. 20).

Teacher preparation

According to Dieker and Murawski (2003), content issues that impact co teaching at the secondary level include a) teacher preparation, b) lack of adequate planning time, and c) the need for mastery of all content areas by special educators. First, Dieker and Murawski discussed the

Co-teaching

importance of teachers having adequate training and preparation. They also mentioned that high school teachers are specialists trained to teach in one content area, and that this training and teaching in isolation have not prepared teachers for collaborative teaching practices. Weiss and Lloyd (2003) proposed that the number of teachers involved in co-teaching makes it imperative that schools of education address collaboration to some degree in their professional preparation programs. Ross-Hill (2009) found that a lack of professional development and training from administration has the potential to lead to misconceptions and frustration in both teachers and students. Just as planning at the team level is important for classroom success, district-level planning is needed for co-teaching to become an integral part of the school program. Therefore, district leadership must ensure that local schools receive adequate support (Walther-Thomas, Bryant, & Land, 1996).

Planning time

Second, Dieker and Murawski discussed the impact collaborative planning time has on a co-teaching effectiveness. They mentioned that planning time is the number one issue for many educators, which should be used to discuss and plan for the instructional, behavioral and logistical needs of the class. Friend and Cook (2013) said when time is available, it needs to be used efficiently. They mentioned that because teaching is often done in isolation, teachers often spend their free time and planning periods chatting about their day, venting, and socializing. Time is important for two additional reasons: (a) time on a daily basis to talk and plan with co-teacher, and (b) time built into the school calendar to talk and make connections with others involved in the service flow and create plans relevant to curriculum for the school year (Cole & McLeskey, 1997). Planning time decreases in the second and later years as teams become more familiar with the curriculum and each other's style of teaching (Friend & Cook, 1995). Friend

Co-teaching

and Cook also mentioned teachers have also had to become creative in finding planning time. Some choose to (a) meet before or after school, (b) stay late one afternoon every other week, or (c) weekends. Administrators can provide support by covering a teacher's classroom while they plan and reflect on the co-teaching program (Cole & McLeskey, 1997).

Content mastery

Third, Dieker and Murawski discussed the importance the need for special education teachers to master content areas for classes in which they are co-teaching. They that it is not possible for special education teachers to master all content areas, but they mentioned that it is important to have a sufficient enough understanding to help both the students with and without disabilities. They also discussed that general education teachers must learn how effectively implement strategies and differentiate instruction to make it more inclusive for all students. General education teachers must learn to share their knowledge of curriculum, and special educators must share their knowledge of curriculum adaptation and intervention strategies (Graden & Bauer, 1992). Keefe & Moore (2004) found that general education teacher felt that special education teachers who did not know the content could only be relegated to discipline and supervising, or worst a hindrance to the class. Others believed that special education teachers who did not know content were not very helpful to the kids, thereby were not respected by them. Dieker and Murawski concluded that to be successful in a collaborative relationship, teachers need training and preparation that will help to develop skills in (a) communication and collaboration, (b) instructional strategies, and (c) roles and responsibilities.

Compatibility

Co-teaching is often referred to as a professional marriage requiring all of the components of a traditional marriage such as (a) good communication, (b) flexibility, (c) specific

Co-teaching

roles and responsibilities, and(d) common philosophy regarding (1) discipline, (2) grading, and (3) expectations (Rice & Zigmond, 2000; Keefe & Moore, 2004; and Cook & Friend, 1995).

Effective communication can make or break the situation, and teachers prefer straightforward and frank discussions instructional practices and expectations (Keefe & Moore, 2004). Cook and Friend (1995) recommended discussing instructional beliefs, planning, parity signals, confidentiality, noise, classroom routines, discipline, feedback, and pet peeve. Keefe and Moore concluded that the relationship between the co-teachers appeared to be the most important determinant in how successful the teachers viewed co-teaching.

Co-teaching benefits

One of the primary benefits for both general and special education teachers was the opportunity for personal and professional growth (Muratta, 2002; Walther-Thomas, 1997). Professional growth was shown in the sharing of knowledge, professional skills, and instructional ideas (Walther-Thomas, 1997). According to Reeve and Hallahan (1994) five common benefits of co-teaching are

- Collaboration provides an additional level of service between resource services and monitor status
- It provides more services to students who need it
- It allows some students to be mainstreamed who would not be able to be successful in the general classroom.
- It provides services to students who have not been found eligible for special education but who need help.
- Most special education students and general education students think this arrangement is helpful.

Reeve and Hallahan also discussed that many general education teachers believed co-teaching with a special educators (a) provided critical information about students, (b) helped with

Co-teaching

accommodations to lesson plans and assessments, and (d) helped monitor student progress.

According to Trent (1998), an additional person can assist with monitoring students, dealing with outbursts and other inappropriate behavior. Reeve and Hallahan (1994) concluded this process of planning and sharing also helped to break the isolating nature of traditional teaching.

Barriers

Despite the benefits and advantage of Co-teaching, there are barriers to effective co-teaching that must be addressed. Each of the essential components of co-teaching mentioned earlier are critical to co-teaching success, but when these components are not fulfilled, they can become barriers. The lack of training and professional preparation, administrative support, compatibility, planning time, and an over-burdened general education classroom can all lead to a co-teaching problems (Dieker & Murawski, 2003; Cole & McLeskey, 1997; Friend & Cook, 1995; Keefe & Moore, 2004). Co-teaching may imply the expansion of traditional roles of both general and special educators, and teachers may see the responsibilities accompanying these new roles as heavy and burdensome workloads (Bauwens, Hourcade, & Friend, 1989).

Chapter Summary

School reform is common conversation throughout the United States. Education advocates and elected officials recognize that the present way of educating students is not working. More recently, due to the inclusion of many students with disabilities in the general education classroom, co-teaching and similar cooperative model are being used. Co-teaching has several benefits. They include (a) general and special education students receive additional support, (b) teachers experiencing a more collaborative teaching environment, (c) sharing of ideas and strategies. Planning time, support, resources, training, school structure and student scheduling are a few of the issues that must be addressed in order to have an effective co-

Co-teaching

teaching classroom. It is difficult to change a system that has been in place for years, but with more research and training on collaborative relationships and cooperative teaming, school systems may have more positive outcomes (Dieker & Murawski, 2003).

.

.

Chapter III

Study Design

The purpose of the study was to examine how teachers rate the effectiveness of co-teaching and the barriers to success. The study reflected a quantitative, descriptive approach using a survey design (Gay, Mills & Airasian, 2012). A survey was used to collect data on the perceptions of the participants. While the survey is comprehensive and includes general questions about co-teaching and inclusion, more specific questions were used for the focus of the research.

Participants

The participants for this study included professionals in the field of education, specifically teachers from both general education and special education. The participants included male and female professionals with varying levels of education and experience in education. The surveys were distributed to teachers at a community suburban high school district. The high school district houses 2800 students, over 300 staff members, including (a) teachers, (b) administrators, (c) paraprofessionals, and (d) support staff. The district also offers the full continuum of special education services for students with disabilities, including eight co-teaching partnerships in (a) English, (b) Math, (c) History, and (d) Science.

Instrumentation

A questionnaire was used to gather information regarding how teachers rate the effectiveness co-teaching and the barriers to success. The survey utilized was an adapted version of a sample survey by Marilyn Friend for a co-teaching workshop entitled *Co-teaching: Beyond the Basics* (Friend, 2008, p. 41). The survey will consist of 20 items designed to elicit teacher's perceptions of co-teaching. The questions were a combination of (a) multiple choice, (b) ranking,

Co-teaching

and (c) rating. The questions were broken into two sections: demographics and co-teaching perceptions. The first section, questions one to four were demographic questions that (a) classify teachers as general education or special education, (b) elicit years of teaching experience, (c) elicit years of co-teaching experience, and (d) current teaching status. The next section is composed of questions that elicit teachers' perception of co-teaching. The rated responses were rated using a Likert scale ranging from 1 to 5. Point values were as follows: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree. The participants were also asked to give their current position or status and years of experience in education. Validity was confirmed by a committee of research experts consisting of the research professor/advisor and four peer research students who reviewed the survey instrument and provided critical feedback.

Procedure

Data Collected

The majority of the paper-based surveys were distributed to teachers at School A inside an envelope. Two additional surveys were delivered to teachers at School B to provide broader sample. Participants were given two weeks to return surveys to researcher by mail. The survey will take approximately 10 minutes to complete and anonymity was guaranteed since no personal information identification was required. Each survey contained a brief statement that explained the purpose of the study, confidentiality process, and how the data was used. Following the completion of the survey, data was analyzed and reported for the study.

Data Analysis

Analysis followed a basic descriptive approach (See Gay, Mill, and Araisian, 2013). Data from the completed questionnaires were sorted into two categories-General education and Special education. Data was summarized into (a) frequency, (b) percentages, and (c) themes for

Co-teaching

presentation. In order to be more precise between the Likert scales, strongly agree and agree will be grouped together, strongly disagree and disagree were grouped together, and undecided or neutral had its own group. Therefore, the final Likert scale in the data analysis section consisted of three groups instead of five groups. Data was also constructed into tabular, graphical, and narrative format for presentation. The responses were evaluated among the three categories. The findings and data analysis were discussed in Chapter IV.

Chapter Summary

This study was designed to examine how teachers rate the effectiveness of co-teaching and barriers to success. A survey in the form of a 20 item questionnaire was used to collect data on the perceptions of the participants. The researcher hopes this research will add to the current body of research on the barriers to effective co-teaching and problems schools districts incur while implementing the co-teaching service model.

Chapter IV

Results

The purpose of the study was to examine teachers' attitudes and perceptions of the barriers to co-teaching service models and examine the perceived barriers to success. Twenty-Five surveys were distributed; 12 went to general education teachers and 13 went to special education teachers. Of the 25 surveys distributed, 92% (23 of 25) were completed and returned; 11 were from general education teachers and 12 were from special education teachers. The survey was organized into two sections: (a) demographic and (b) co-teaching perceptions. All participants were asked to indicate (1) whether they were a general education or special education teacher (2) how many years they have been teaching, (3) how many years of co-teaching experience they had, and (4) whether they were currently co-teaching.

Demographics

The demographic section of the survey indicated that majority (52%) of the participants were special education teachers. Specifically, 52% (12 of 23) were special education and 48% (11 of 23) were general education teachers. Question 1 asked for the participants' current position, which is either general education or special education. All participants were high school teachers. Questions 2-4 elicited the participants' years of teaching and co-teaching experience, question 4 asked whether the participant was currently co-teaching, and question 6 elicited whether the participant had co-taught with the same teacher each year. Table 3 gives a detailed description of the demographic information along with the number of participants identified as frequency and the percentage of the participants out of 23.

Co-teaching

Table 3:

Demographics

Item	n	%
Current Position		
General Education	11	48
Special Education	12	52
Teaching Experience'		
Less than 1 year	1	4.4
1-4 years	1	4.4
5-10 years	6	26.1
11-15 year	6	26.1
15 or more	9	39.1
Co-teaching Experience		
Less than 1 year	2	8.7
1-3 years	10	43.5
4-7 years	8	34.8
More than 10 years	3	13.0
Currently Co-teaching		
Yes	15	65.2
No	8	34.8
Co-Taught with same teacher		
Yes	13	56.5
No	10	43.5
Common planning period		
Yes	8	34.8
No	15	65.2

Note: percentages have been rounded to the nearest tenth, and are not exact amounts. n=number of participants

Teachers` perceptions

Fifteen questions were designed to elicit teachers` perceptions of co-teaching and rate the barriers to effective co-teaching. The tables and figures were organized by themes. The theme were (a) implementation, (b) rated perceptions, (c) planning times, (d) Co-teaching style, (e) planning hours, and (f) co-teaching barriers.

Co-teaching

Below is a set of tables and graphs with the survey questions and responses using frequency and percentages. The Likert scale responses were regrouped in table 4 as (a) agree, (b) disagree, and (c) neutral. This was done to simplify responses by reducing responses from five to three responses. Specifically, (1) Strongly agree and agree were combined as agree, (2) strongly disagree and disagree were combined as disagree, (3) neutral remained unchanged. Teachers' perception questions are divided into three groups (a) yes or no, (b) rated responses, and (c) multiple choice. The data was group into charts and table as follows: (1) Table 4 lists the responses for the yes or no questions, (2) table 4 lists the responses to the rated response questions, and (3) figures 2 and 3 presents responses to survey items 9 and 10 in bar graph form.

Table 4

Implementation

<u>Survey questions</u>	<u>Yes</u> % (n)	<u>No</u> % (n)
Do you think co-teaching with a special education teacher is beneficial for students with learning disabilities?	100% (23)	
If you have a common planning period, is it helpful?	87% (20)	13% (3)
Is your co-taught class your most difficult class of the day?	22% (5)	78% (18)

Note: Percentages have been rounded to nearest whole number. Percentages based on 23 responses from participants.

Planning hours. Survey item nine asked teachers how many hours a week do they spend planning with their co-teacher. As indicated in figure 2, 61% (14) spend 1-3 hours each week planning, 35% (8) spend less than one hour each planning, and 4% (1) of the participants spend 4-6 hours a week planning instruction with their co-teachers.

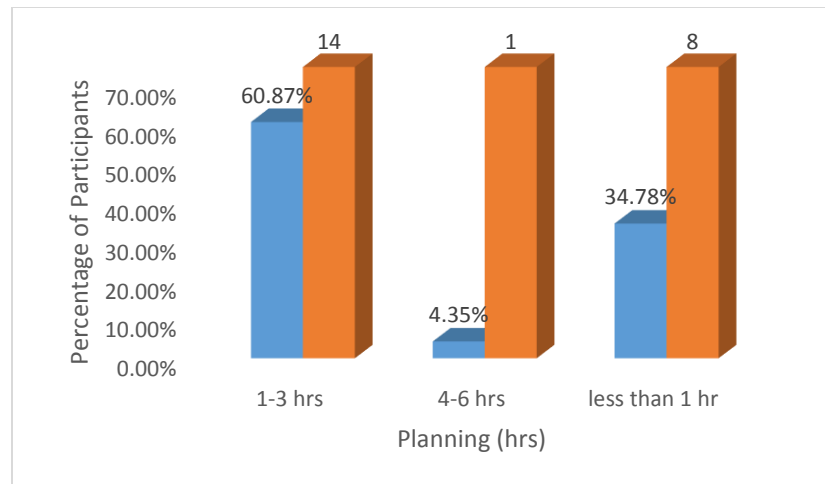


Figure 2. Planning hours. Percentages are figured based on 23 total participants.

Planning times. Question 10 asked teachers when they do they plan for the co-taught class. Percentages for each item were calculated based on 23 responses. 39% (9) indicated they have a common planning period with their co-teacher, 35% (8) plan before or after school, and 26% (6) indicated they plan for the co-taught class via email. The data indicated 39 percent of the participants had a common planning period. This indicates that these 61% of the teachers had to find time not provided by the school to plan for their co-taught class.

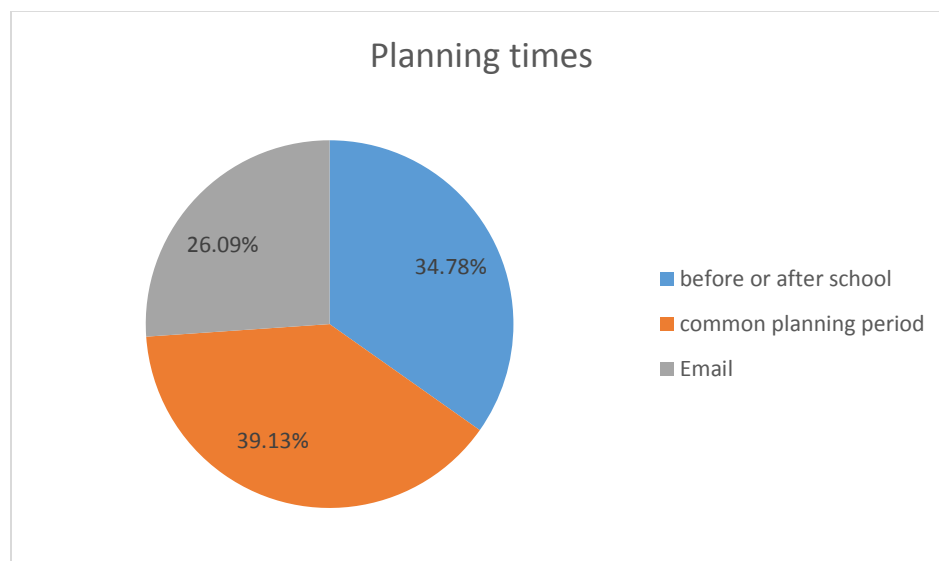


Figure 3. Planning times.

Co-teaching

Co-teaching style. Survey Item 15 asked participants which style of co-teaching would best describe your classroom. The most common co-teaching style was team teaching at 43%, where as one teaching one assist was a close second with a 39% response rate. The least common co-teaching style was parallel teaching.

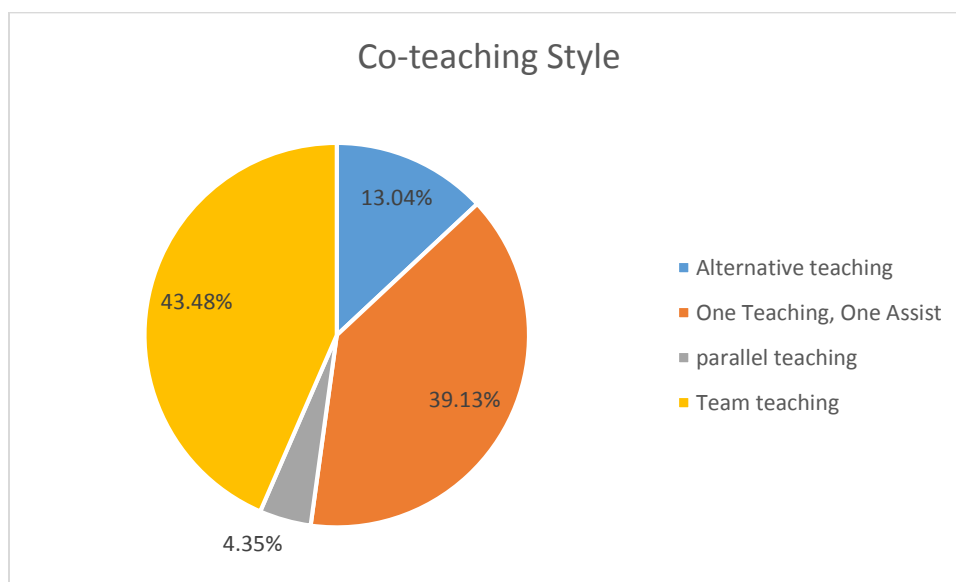


Figure 4. Co-teaching style.

Co-teaching Barriers. Question 16 asked participants to list the number one barrier to effective co-teaching. 39% of the respondent listed lack of planning time with their fellow co-teacher. 26% of the respondents said lack of administrative support was the biggest barrier, 17% of participants believed the biggest barrier was personality issues and philosophical differences, 13% believe a lack of training was the biggest barrier, and 4% believed IEP meetings scheduled during co-taught periods was the biggest barrier.

Co-teaching

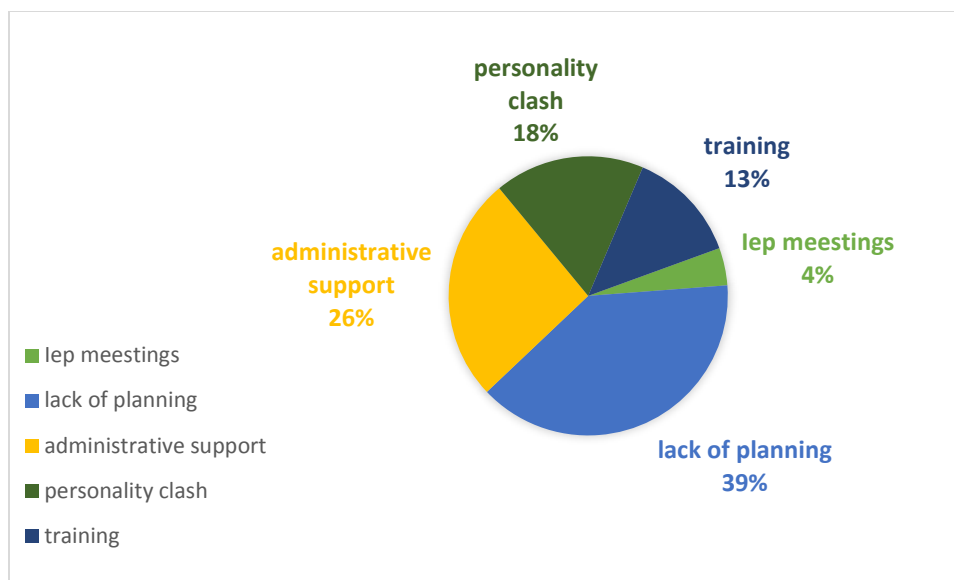


Figure 5. Co-teaching Barriers.

Table 5

Rated Perceptions

<u>Survey Questions</u>	<u>Agree</u> % (n)	<u>Disagree</u> % (n)
Benefit socially and academically	100% (23)	
IEP meetings should not be scheduled	74% (17)	4% (1)
Grading is shared equally	79% (18)	17% (4)
Training and professional development provided by district	65% (15)	35% (8)
Administrators provide adequate support	58% (13)	17% (4)
Class sizes are reasonable	26% (6)	65% (15)
Overall satisfaction	78% (18)	13% (3)

Note: Percentages have been rounded to nearest whole number. Neutral responses not included.

Chapter Summary

A survey on how high school teachers rate the barriers to effective co-teaching was distributed to 25 teachers. The participants were given two weeks to respond and return the survey to the researcher by mail. 23 of the 25 survey were returned and tabulated. The results included responses from general education and special education teachers from one school district. The completed surveys were used to compile the data in this report. The results representing the frequencies and percentages of participants' responses can be found in this chapter. The data indicated that overall, teachers were satisfied with the co-teaching program at this school. The information will be further discussed in Chapter V.

Chapter V

Discussion and Conclusion

The purpose of the study was to examine how teachers rate the effectiveness of co-teaching at their school and the barriers to success. While the survey is comprehensive and includes general questions about co-teaching and inclusion, more specific questions were used for the focus of the research. The study supported the factors and barriers identified in the literature that must be addressed in order for effective co-teaching to take place. Some of the most common factors are (a) planning time, (b) teacher preparation and training, and (c) administrative support. In light of these factors, the purpose of the research project was to answer the following questions: (1) how do teachers rate the effectiveness of the co-teaching program at their school; and (2) how do teachers rate the barriers to co-teaching at their school? This chapter will be presented as a summary of the findings according to the factors identified in the survey. These factors closely resemble the factors identified in the review of the literature.

Discussion

Planning time

Dieker and Murawski (2003) mentioned that planning time is the number one issue for many educators, which should be used to discuss and plan for the instructional, behavioral and logistical needs of the class. This comports with the research in this study. 87% of participants said planning was helpful, and 39% of participants said planning was the number one barrier to effective co-teaching. It is interesting that 61% of participants did not have a common planning period with their co-teachers and 39% of participants had common planning periods with their co-teacher. Furthermore, 95% of participants spent three hours or less planning, and of that 95%, 35% of the participants spent less than 1 hour planning per week. Friend and Cook (2013) said when time is available, it needs to be used efficiently. They mentioned that because teaching is

Co-teaching

often done in isolation, teachers often spend their free time and planning periods venting and socializing. Conversely, the need for planning time decreases in the second and later years as teams become more familiar with the curriculum and each other's style of teaching (Friend & Cook, 1995).

Teacher Preparation and Training

Lack of professional development and training may lead to misconceptions and frustration for both teachers and students (Dieker & Murawski, 2003; Ross & Hill, 2009). They also mentioned that high school teachers are specialists whose training and teaching in isolation have not prepared them for collaborative teaching practices. 65% of participants in this study said the school district supported and provided professional development opportunities. This may explain why only 13% of participants in this study believe that lack of training was the biggest barrier to effective co-teaching. The alternative could have more negative ramifications. Ross-Hill (2009) found that a lack of professional development and training from administration has the potential to lead to misconceptions and frustration in both teachers and students.

Administrative Support

Bauwens, Hourcade, & Friend (1989) said support from school administrators is essential before and during the implementation of all co-teaching programs. Friend et al. (2010) cited the important role principals and administrators play by providing support and resources in the form of (1) planning time, (2) professional development and training opportunities, and (3) providing needed personnel. 58% of participants said that administrators provided adequate support. Furthermore, 26% of participants said lack of administrative support was the biggest barrier to effective co-teaching. 42% do not feel administrators provide adequate support, which could account for all or a portion of the 26% who said administrative support was the biggest barrier.

Co-teaching

Administrators who must be willing to help teachers overcome obstacles such as class size, scheduling and personnel allocation (Arguelles, Hughes, & Schumm, 2000). 26% of participants said that class sizes were reasonable and 65% said they were not reasonable. This may also contribute to the negative perceptions about administrative support. Further research should be conducted to make more conclusive claims.

Benefits

Reeve and Hallahan (1994) cited five major benefits of co-teaching. They were (a) Collaboration provides an additional level of support between general and special education teachers, (b) It provides more services to students who need it, (c) provides support in general education classes, (d) provides support for struggling student who do not have disabilities, and (e) both student with and without disabilities find it helpful. The findings of this study support this literature because all 23 participants agreed that co-teaching benefits students with and without disabilities both academically and socially.

Barriers

Despite the benefits and advantage of Co-teaching, there are barriers to effective co-teaching that must be addressed. The lack of training and professional preparation, administrative support, compatibility, planning time, and an over-burdened general education classroom can all lead to a co-teaching problems (Dieker & Murawski, 2003; Cole & McLeskey, 1997; Friend & Cook, 1995; Keefe & Moore, 2004). The data revealed that 39% of participants said lack of planning time was the biggest barrier to effective co-teaching, 26% said lack of administrative support was the biggest barrier, and 13% said lack of training and professional

Co-teaching

development were the biggest barriers. This indicates that over 70% of the participants in this study agree with the barriers of effective co-teaching found in the literature.

Conclusion

The findings of this study seems to suggest that majority of the teachers who currently co-teach at this school are satisfied with the co-teaching program. With respect to the questions of the study, participants agreed with the literature indicating that (1) planning time, (2) training, and (3) administrative support were some of the most common barriers to effective co-teaching. Although lack of planning time was rated the number one barrier to effective co-teaching, majority of the participants believed other factors were just as significant. One possible explanation is majority of the teachers are veteran teachers who have more than ten years of teaching experience and three or more years of co-teaching experience. Since this study was conducted at one school district, it may be a credit to the district that two-thirds of the teachers feel that sufficient training opportunities are provided. Furthermore, nearly 80% of the participants indicated they were satisfied with the co-teaching program, and all of the participants indicated co-teaching benefitted students academically and socially. This suggest they believed the co-teaching program at their school was effective.

Recommendations

The recommendation would be for additional research that focuses on the specific factors that lead the 42% of participants said they did not feel they were receiving adequate support from administration. Possible topics of exploration should include staffing, scheduling issues, and class sizes. The literature indicated that class size is an on-going problem for co-teaching at the high school level and 76% of the participants in this study agreed with the literature.

Summary

The purpose of the study was able to investigate how teachers` rate the barriers to effective co-teaching and the effectiveness the program. The success of the co-teaching partnership as it relates to its personal and professional aspects is dependent on various key factors. These factors included (a) planning with co-teacher, (b) adequate training and professional development, and (c) administrative support. The findings supported the literature stating the planning was the number one barrier to effective to co-teaching. More than 60% the participants did not have a common planning period and more than half the participants spent less than 3 hours a week planning with their respective co-teachers. This is not surprising because the literature indicated that veteran teachers who co-taught with the same teacher for more than two years required fewer hours of planning. Although two-thirds of the participants said training and professional development opportunities were provided, more than 40% did not think the administration provided adequate support.

References

- Bauwens, J. & Hourcade, J. J. (1991). Making co-teaching a mainstreaming strategy. *Preventing School Failure*, 35(4), 19-24.
- Bauwens, J., Hourcade, J., & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. *Remedial and Special Education*, 10(2), 17-22.
- Bessette, H. J. (2008). Using students' drawings to elicit general and special educators' perceptions of co-teaching. *Teaching and Teacher Education*, 24, 1376-1396.
- Bouck, E. C. (2007). Co-teaching ... not just a textbook term: Implications for practice. *Preventing School Failure*, 51(2), 46-51.
- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(2), 1-16.
- Cole, C. M., & McLeskey, J. (1997). Secondary inclusion programs for students with mild disabilities. *Focus on Exceptional Children*, 29(6), 1-15.
- Coughlin, D. (2000). *The Mainstreaming handbook: How to be an advocate for your special needs student*. Portsmouth, NH: Heinemann
- Dieker, L. A. (2001). What are the characteristics of effective middle and high school co taught teams for students with disabilities? *Preventing School Failure*, 46(1), 14-23.
- Dieker, L. A., & Little, M. (2005). Secondary reading: Not just for reading teachers anymore. *Intervention in School and Clinic*, 40(5), 276-283.
- Dieker, L.A., & Murawski, W. (2003). Co-teaching at the secondary level. Unique issues, current trends, and suggestions for success. *High School Journal*, 86(4), 1-13.
- Disability.gov (2016). Individuals with Disabilities Education Act (IDEA). Retrieved June 13, 2016 from <https://www.disability.gov/individuals-disabilities-education-act-idea/>

Co-teaching

Disability Justice (2016). *The Right to Education*. Retrieved April 14, 2016 from

<http://disabilityjustice.org/right-to-education/>

Dyke, N., Sundbye, N., & Pemberton, J. (1997). A recipe for efficient co-teaching. *The Council for Exceptional Children*, 30(2), 42-45.

Friend, M., & Cook, L. (2013). *Interactions: Collaboration skills for school professionals*. (7th ed.). Upper Saddle River, New Jersey. Pearson Education Inc.

Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational & Psychological Consultation*, 20(1), 9-27.

Friend (2008). *Co-teaching: Beyond the basics*. Retrieved June 15, 2016 from

<https://eso2yuet.wikispaces.com/file/view/Marilyn+Friend+packet.pdf>.

Gay, L., Mills, G. & Airasian, P. (2012). *Educational Research: Competencies for analysis and applications*. (10th ed.). Pearson Education, Inc.

Graden, J.L., & Bauer, A.M. (1992). Using a collaborative approach to support students and teachers in inclusive classrooms. In S. Stainback and W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms: Facilitating learning for all students* (pp. 85-100). Baltimore: Paul H. Brookes.

Hourcade, J., Bauwens, J. (2001). Cooperative teaching: The renewal of teachers. *Clearing house*, 74(5), 242-247.

Keefe, E. B., & Moore, V. (2004). The challenge of co-teaching in inclusive classrooms at the high school level: What the teachers told us. *American Secondary Education*, 32(3), 77-88.

Co-teaching

Mastropieri, M. A. & Scruggs, T. E. (2001). Promoting inclusion in secondary classrooms.

Learning Disabilities Quarterly, 24(4), 265-274.

McCray E. & McHatton, P. (2012). "Less afraid to have them in my classroom": Understanding preservice general educators' perceptions about inclusion. *Teacher Education Quarterly*, 38(4), 135-155.

Meng, D. (2008). The attitudes of primary school teachers toward inclusive education in rural and urban China. *Higher Education Press*, 3(4), 473-492.

Murata, R. (2002). What does team teaching mean? A case study of interdisciplinary teaming. *The Journal of Educational Research*, 96(2), 67-77.

Murphy, K. L., Maeda, J. K., & Murata, N. M. (2016). Conceptual model of least restrictive environment and continuum of placement options in physical education. *Palaestra*, 30(1), 23-26.

No Child Left Behind Act (NCLB) of 2001: Qualifications for teachers and professionals, 20 U.S.C. § 6319 (2008).

Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania, 343 F.Supp. 279 (E.D. Pa. 1972).

Open Jurist (2016). *Rowley v. Board of Education of Hendricks Hudson Central School District*.

Retrieved April 16, 2016 from <http://openjurist.org/632/f2d/945/rowley-v-board-of-education-of-hendrick-hudson-central-school-district>.

Reeve, P. T., & Hallahan, D. P. (1994). Practical questions about collaboration between general and special educators. *Exceptional Children*, 26(1), 1-12.

Co-teaching

- Rice, D., & Zigmond, N. (2000). Co-teaching in secondary schools: Teacher reports of developments in Australian and American classrooms. *Learning Disabilities Research and Practice* 75(4), 190-197.
- Ripley, S. (1997). Collaboration between general and special education teachers. Washington, DC: *ERIC Clearinghouse on Teaching and Teacher Education*. (ERIC Document Reproduction Service No. ED409317), 2-6.
- Ross-Hill, R. (2009). Teacher attitude toward inclusion practices and special needs students. *Journal of Research in Special Educational Needs*, 9(1), 188-198.
- Scott, B.J., Vitale, M.R., & Masten, W.G. (1998). Implementing instructional adaptations for students with disabilities in inclusive classrooms. *Remedial and Special Education*, 19(2), 106-119.
- Shaw, S. F., Madaus, J. W. (2008). Preparing school personnel to implement Section 504. *Intervention in School and Clinic*, 43, 226-230.
- Slide share (2016). *Deno`s Cascade of Special Education Services*. Retrieved June 24, 2016 from <http://image.slidesharecdn.com/educationalplacement-151205021900-lva1-app6891/95/educational-placement-in-special-education-4-638.jpg?cb=1449282014>.
- Stainback, S., & Stainback, W. (1984). A rationale for the merger of special and regular education. *Exceptional Children*, 57(2), 102-111.
- Stainback, S., & Stainback, W. (1985). A rationale for the merger of special and regular education: Can it be done? A response to Lieberman and Mesinger. *Exceptional Children*, 51(6), 517-521.
- Tanner, D. (2013). Race to the top and leave the children behind. *Journal of Curriculum Studies*, 45(1), 4-15.

Co-teaching

- Trent, S. C. (1998). False starts and other dilemmas of a secondary general education collaborative teacher: A case study. *Journal of Learning Disabilities, 31*(5), 503-513.
- U.S. Department of Education (2010). Thirty-five Years of Progress in Educating Children with Disabilities through IDEA. Retrieved from <http://www2.ed.gov/about/offices/list/ose/idea35/history/idea-35-history.pdf>
- U.S. Department of Education (2016). Protecting Students with Disabilities. Retrieved June 13, 2016 from <http://www2.ed.gov/about/offices/list/ocr/504faq.html>.
- Understanding Special Education (2009). Understanding the 13 Categories of Special Education. Retrieved June 13, 2016 from <http://www.understandingspecialeducation.com/13-categories-of-special-education.html>.
- Walther-Thomas, C.S. (1997). Co-teaching experiences: The benefits and problems that teachers and principals report over time. *Journal of Learning Disabilities, 30* (4), 395-408.
- Walther-Thomas, C. S., Bryant, M., & Land, S. (1996). Planning for effective co-teaching: The key to successful inclusion. *Remedial and Special Education, 17*, 255-265.
- Weiss, M., & Lloyd, J. W. (2003). Conditions for co-teaching: Lessons from a case study. *Teacher Education and Special Education, 26*(1), 27-41.

Appendix A: Co-Teaching Survey

The following survey is a questionnaire composed of 20 questions designed to investigate the opinions about co-teaching program at their schools. Data will be collected anonymously, without any personal information given away on the surveys. Information will be summarized and published with ensured confidentiality. Participants have the availability to opt out if they so choose.

Teachers' perceptions of co-teaching in high school

1. What is your current position in the school?
 - a) Special Education Teacher
 - b) General Education Teacher
2. How many years have you been teaching or in education?
 - a) less than a year
 - b) 2-4 years
 - c) 5-10 years
 - d) 11-15
 - e) more than 15 years
3. How many years of co-teaching experience do you have?
 - a) less than a year
 - b) 1-3 years
 - c) 4-7 years
 - d) 8-10 years
 - e) more than 10 years
4. Are you currently co-teaching?
 - a) Yes
 - b) No
5. Do you think co-teaching with a special education teacher is beneficial for students with learning disabilities?
 - a) Yes
 - b) No
6. Have you co-taught with the same teacher each year?
 - a) Yes
 - b) No

Co-teaching

7. Do you and your co-teacher have a common planning period?

- a) Yes
- b) No

8. If you have a common planning period, is it helpful?

- a) Yes
- b) No
- c) Other (please specify)

9. How many how hours a week do you spend planning lessons with your co-teacher?

- a) less than 1 hour
- b) 1-3 hours
- c) 4-6 hours
- d) more than 6 hours

10. When you do find time to plan together?

Please check all that apply.

- a) we have a common planning period
- b) we meet before or after school
- c) we meet on the weekends
- d) we communicate via email
- e) We do not plan together

11. Please rate the following questions on a scale of 1-5 with 1 for strongly agree and 5 for strongly

1-strongly agree 2-agree 3-neutral 4-disagree 5-strongly disagree

Students with disabilities

- a. Co-teaching benefits students socially
- b. Co-teaching benefits student academically

12. IEP meetings should not be scheduled during co-teaching class times.

1-strongly agree 2-agree 3-neutral 4-disagree 5-strongly disagree

13. Grading is shared equally between both teachers

1-strongly agree 2-agree 3-neutral 4-disagree 5-strongly disagree

14. Training and professional development opportunities are provided and encourage by administrators on inclusion, collaboration, and best instructional practices for co-teaching.

Co-teaching

1-strongly agree 2-agree 3-neutral 4-disagree 5-strongly disagree

15. Which style of co-teaching best describes your classroom?

Please select the style most frequently used!

- a. Alternative teaching
- b. Parallel teaching
- c. One teach, one assist
- d. Team teaching
- e. Station teaching

16. What do you think are the biggest barriers to co-teaching success at your school? Please rank the top barrier as number 1.

- a. Lack of planning time together
- b. Lack of training and professional development on co-teaching
- c. Personality clashes and philosophical differences between teachers
- d. Lack of administrative support
- e. Content Issues (One person lacks content knowledge)
- f. IEP meetings during co-teaching times

17. Administrators provide adequate support for co-teaching success?

1-strongly agree 2-agree 3-neutral 4-disagree 5-strongly disagree

18. Administrators keep class sizes at reasonable numbers for co-taught classes

1-strongly agree 2-agree 3-neutral 4-disagree 5-strongly disagree

19. Is your co-taught class your most difficult class of the day? Please explain your answer!

- a. yes
- b. no
- c. Other (please specify)

20. Overall, I am satisfied with the co-teaching program at my school.

1-strongly agree 2-agree 3-neutral 4-disagree 5-strongly disagree

Appendix B: Citi Training (IRB)